


MEMPHIS STATE
UNIVERSITY
GRADUATE SCHOOL
BULLETIN

VOLUME IX • NUMBER 1

September 1958

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of
Memphis State University

Vol. IX

September, 1958

No. 1

**THE
GRADUATE SCHOOL**



Announcements for 1958-59

THE GRADUATE SCHOOL

CALENDAR, 1958-59

1958

JUNE							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30						26	27	28	28	30	31	
JULY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5							1
6	7	8	9	10	11	12	2	3	4	5	6	7	8
13	14	15	16	17	18	19	9	10	11	12	13	14	15
20	21	22	23	24	25	26	16	17	18	19	20	21	22
27	28	29	30	31			23	24	25	26	27	28	29
							30						
AUGUST							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2			1	2	3	4	5
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30	31			
31													
SEPTEMBER													
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21	22	23	24	25	26	27							
28	29	30											

1959

JANUARY							MAY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1	2
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30	31	24	25	26	27	28	29	30
							31						
FEBRUARY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
							28	29	30				
MARCH							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	
APRIL							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30			23	24	25	26	27	28	29
							30	31					

GRADUATE SCHOOL

MEMPHIS STATE UNIVERSITY

Calendar 1958-59

Summer Session 1958

June 5—1-4:00 P.M.	Registration, Graduate Students
June 6	Classes Meet as Scheduled
July 4	Holiday
July 11	Examinations—First Term Ends
July 14	Registration, Second Term
	Classes Meet as Scheduled
August 15	Examinations—Second Term Ends

Fall Semester 1958

September 12	University Faculty Meeting, 9 A.M., Browsing Room
September 13	Registration, Graduate Students
September 19	Classes meet as scheduled
November 11	Tuesday, Veteran's Day, Holiday
November 10-14	Mid-Semester Examinations
November 27-30	Thanksgiving Holidays (inclusive)
December 21-January 4	Christmas Holidays (inclusive)
January 26-28	Examinations, first semester ends
January 30	Mid-Year Graduation Exercises, 7:30 P.M.

Spring Semester 1959

January 31	Registration, Graduate Students
February 5	Classes meet as scheduled
March 20-25	Mid-Semester Examinations
March 26-29	Easter Holidays (inclusive)
May 26-28	Final Examinations, second semester ends
May 30	Commencement 10:00 A.M.

Summer Session 1959

June 4	Counseling and registration
June 5	Classes meet as scheduled
July 3	Holiday
July 10	Examinations. First term ends
July 13	Registration, second term. Classes meet as scheduled
August 14	Examinations. Summer session ends

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GRADUATE SCHOOL ADMINISTRATION

Administrative Officers

J. MILLARD SMITH, M.A., *President*
 BASCOM H. STORY, Ed.D., *Director, Graduate School*
 LAMAR NEWPORT, M.A., *Bursar*
 R. P. CLARK, M.A., *Registrar*
 MISS JO DOWNEY, *Secretary, Graduate School*

State Board of Education

Governor Frank G. Clement	Nashville
Commissioner Quill E. Cope, Chairman	Nashville
Hon. Ernest C. Ball	Memphis
Dr. Norman Frost	Nashville
Hon. Edward L. Jennings	Liberty
Hon. Clarence Kolwyck	Chattanooga
Hon. W. R. Landrum	Trenton
Mrs. Ferdinand Powell	Johnson City
Hon. J. Howard Warf	Hohenwald
Hon. James Williams	Henderson
Mrs. Sam Wilson	Loudon

Graduate School Faculty

- William Carter Abbett..... *Instructor, English*
M.A. (1949), Vanderbilt University
- Holger W. Andersen..... *Associate Professor, Psychology*
Ph.D. (1937), George Peabody College for Teachers
- W. B. Barton, Jr..... *Special Instructor, History*
Ph.D. (1955), Harvard
- Eugene Bence..... *Assistant Professor, Speech and Drama*
M.A. (1949), Northwestern University
- Aaron M. Boom..... *Associate Professor, History*
Ph.D. (1948), University of Chicago
- Carl D. Brown..... *Associate Professor, Biology*
Ph.D. (1951), Iowa State College
- Leon W. Brownlee..... *Associate Professor, Curriculum and Instruction*
Ph.D. (1952), University of Texas
- James Gordon Burrow..... *Assistant Professor, History*
Ph.D. (1956), University of Illinois
- W. Pierce Carson..... *Professor and Director, School of Arts and Sciences*
Ph.D. (1925), Columbia University
- Don P. Claypool..... *Associate Professor, Chemistry*
Ph.D. (1952), University of Kentucky
- E. Earl Crader..... *Professor, Educational Administration and Supervision*
Ph.D. (1952), George Peabody College for Teachers
- Edward Irwin Crawford..... *Professor and Director, The School of Business*
Ed.D. (1946), New York University
- Charles L. Diener..... *Associate Professor, Curriculum and Instruction*
Ed.D. (1957), University of Arkansas
- Lawrence Edwards..... *Assistant Professor, English*
Ph.D. (1956), University of Tennessee
- Lurad R. England..... *Associate Professor, Curriculum and Instruction*
Ph.D. (1952), George Peabody College for Teachers
- Henry B. Evans..... *Professor, English*
Ph.D. (1938), George Peabody College for Teachers
- John Farrior..... *Associate Professor, English*
Ph.D. (1954), University of North Carolina
- Jesse W. Fox..... *Professor, Chemistry*
M.A. (1937) George Peabody College for Teachers

- Chester P. Freeman.....Associate Professor, Biology
Ph.D. (1932), George Peabody College for Teachers
- Charles Gaisser.....Assistant Professor, History
Ph.D. (1956), Yale University
- John R. Gordon.....Professor, Sociology
Ph.D. (1951), The University of Texas
- Ralph Hatley (1947).....Professor, Health and Physical Ed.
B.S. (1936), M.A. (1950), University of Tennessee
- Herschel M. Hayes (1952).....Assistant Professor, Chemistry
B.S. (1949), Middle Tennessee State College; M.A. (1950), George Peabody College for Teachers
- Ford Haynes, Jr.....Instructor, Education
B.S. (1941), M.A. (1954), Memphis State College
- Rowland M. Hill.....Professor, English
Ph.D. (1941), Boston University
- Elmore Holmes.....Professor, Chemistry
Ph.D. (1947), University of Tennessee
- Charles Carroll Ijams.....Associate Professor, Physics
Ph.D. (1941), Vanderbilt University
- R. W. Jennings.....Professor, Secretarial Science and Office Management
Ph.D. (1949), University of Kentucky
- Rayburn W. Johnson.....Professor, Geography
Ph.D. (1936), University of Chicago
- Sam H. Johnson.....Professor, Educational Administration and Supervision
Ed.D. (1954), New York University
- H. S. Kaltenborn.....Professor, Mathematics
Ph.D. (1934), University of Michigan
- Mark C. Kennedy.....Asst. Professor, Sociology
M.A. (1953), The University of Texas
- James C. Knepton Jr.....Instructor, Biology
M.S. (1951), University of Florida
- Irl B. Krause, Jr.....Associate Professor, Curriculum and Instruction
Ed.D. (1956), University of Mississippi
- Rosella Linskie.....Professor, Curriculum and Instruction
Ph.D. (1956), University of Texas
- James R. McCann.....Professor, Psychology
Ph.D. (1955), Vanderbilt University
- John Irving McClurkin, Jr.....Assistant Professor, Biology
Ph.D. (1953), Stanford University

- Genora McFaddin..... *Associate Professor, Curriculum and Instruction*
Ph.D. (1948), George Peabody College for Teachers
- Wayne McLaurin..... *Instructor, English*
M.A. (1950), Duke University
- Herbert J. Markle..... *Professor, Management and Finance*
Ph.D. (1951), State University of Iowa
- James S. Matthews..... *Associate Professor, Geography*
Ph.D. (1949), University of Chicago
- Enoch L. Mitchell..... *Professor, History*
M.A. (1938), George Peabody College for Teachers
- Lee N. Newcomer..... *Associate Professor, History*
Ph.D. (1948), Columbia University
- Carl R. Newsom..... *Associate Professor, Chemistry*
Ph.D. (1953), George Peabody College
- Vonne F. Porter..... *Associate Professor, Psychology*
Ph.D. (1953), Vanderbilt University
- Elma Roane..... *Associate Professor, Health and Physical Education*
M.S. (1943), University of Tennessee
- A. S. Rudolph..... *Professor, Biology*
Ph.D. (1938), Iowa State College
- Heber Eliot Rumble..... *Professor, Curriculum and Instruction*
Ph.D. (1943), University of Illinois
- E. B. Scott, Jr..... *Assistant Professor, Health and Physical Education*
P.E.D. (1954), Indiana University
- Dorothy Seay..... *Associate Professor, English*
Ph.D. (1941), University of Chicago
- Paul H. Sisco..... *Associate Professor, Geography*
Ph.D. (1954), University of Chicago
- Alfred Winn Smith..... *Assistant Professor, English*
Ph.D. (1954), George Peabody College for Teachers
- Walter R. Smith..... *Associate Professor, English*
Ph.D. (1951), University of California
- D. Creighton Sossomon..... *Associate Professor, History*
Ph.D. (1953), University of North Carolina
- Jesse W. Spiceland..... *Associate Professor, Accountancy*
M.S.B.A. (1948), Washington University; CPA (1951), Tennessee
- Charles R. Spindler..... *Associate Professor, Marketing*
M.A. (1942), State University of Iowa

- Bascom H. Story
.....*Professor and Director, School of Education and Graduate School*
Ed.D. (1949), University of Texas
- Calvin M. Street.....*Professor, Educational Administration and Supervision*
Ed.D. (1953), University of Tennessee
- Herman Eugene Taylor.....*Assistant Professor, Management and Finance*
LL.M. (1955), New York University
- Wayland A. Tanning.....*Assistant Professor, Marketing*
M.S. (1954), University of Illinois
- Clarence L. Underwood.....*Associate Professor, Curriculum and Instruction*
Ph.D. (1935), University of Pittsburg
- Robert Vanatta.....*Associate Professor, Health and Physical Education*
M.A. (1950), University of Missouri
- Oscar Villarejo.....*Assistant Professor, English*
Ph.D. (1953), Columbia University
- George Webb.....*Associate Professor, Geography*
Ph.D. (1956), University of Tennessee
- Herbert Lee Williams.....*Professor, Journalism*
Ph.D. (1955), University of Missouri
- Milton Wray.....*Assistant Professor, Accountancy*
M.B.A. (1954), University of Pennsylvania
- Lawrence Wynn.....*Associate Professor, English*
Ph.D. (1951), Princeton University

General Information

The Graduate School of Memphis State University is the center of advanced study within the University, the purpose of which is to train scholars and to carry on research in the fields of learning represented by its faculties.

The Graduate School aims first of all to meet the needs of students who wish to continue, on a more advanced level, some field of study begun in undergraduate courses, and who desire preparation for scholarly careers. The Graduate School is also concerned with preparing those who plan to teach or assume leadership responsibility in the public school system or in colleges. A general mastery of the field of interest is considered essential to all graduate programs.

The University operates on the semester system. The official calendar on page 3 shows dates for registration and the beginning of course work.

Three schedules, each carrying proportionate residence credit, are operated in the Fall and Spring semesters: one for full-time students, one for students who can attend classes only in the evening, and one for students who can attend classes only on Saturday.

Two summer terms, each six weeks in length, are conducted each year.

Organization of the Graduate School

The Graduate School is under the direction of the Graduate Council. This council is composed of the President of the University, the Director of the Graduate School, the Chairmen of each department in which the equivalent of a graduate major is offered, and in addition one faculty representative from each department in which the equivalent of a graduate minor is offered. Departments offering graduate courses, but not the equivalent of a major or minor, are collectively represented by one additional council member.

Students admitted to the Graduate School are responsible to the Graduate Council through the Director of the Graduate School. Any approved graduate faculty member may act as major or minor adviser to students in their respective departments.

The University Plant

Location.—Memphis State University is located on a campus of eighty acres in the eastern part of the city of Memphis.

Administration Building.—The administration building is an imposing structure containing the offices of the president, dean, registrar, bursar, and the directors of the several schools. The dean of women's office and the alumni office are also located in this building. In addition to classrooms for the departments of art, business administration, classical and modern languages, education, English, history, mathematics, music, philosophy and psychology, and social science, the administration building contains individual office space for the instructors in these departments.

Manning Hall.—The science building, erected in 1930, is named in honor of Priestly Hartwell Manning, who was the first teacher of science at Memphis State University, and a member of the first faculty which began work in the State Normal School in 1912.

The Department of Chemistry occupies the first floor and the basement level. In addition to modern laboratories and class rooms, the first floor contains the science auditorium, which is equipped for visual aids and is available for scientific lectures and demonstrations. The laboratories and the class rooms of the physics and biology departments are located on the second floor. The Department of Home Economics occupies the entire third floor of Manning Hall, which includes a demonstration apartment consisting of a living room, dining room, bedrooms, kitchen, closets, and store rooms.

The Library Building.—Erected in 1927, is named for former President John Willard Brister. It has recently been remodeled and expanded so that it will have a capacity of 150,000 volumes. The collection at present numbers 76,000 volumes. Subscriptions and files are maintained for periodicals of a general and specialized nature to fill the needs of the curriculum.

The funds appropriated for the use of the library enable the university to maintain the standards set by accrediting agencies.

Training School.—The Training School Building is designed to accommodate the elementary school and the junior high school. It has twenty-four classrooms, an auditorium, a library, and a cafeteria. The school has a normal enrollment of over 700, and furnishes facilities for training student teachers and opportunities for observing good teaching procedures.

Gymnasiums.—There are two buildings. One, erected in 1928, has offices for the teaching staff, two class rooms, and space for corrective exercises and recreational activities. This building is used for physical education classes for men and has shower and locker rooms for their use. The new building with a seating capacity of 4000 for basketball games was completed in 1951. It has shower and dressing facilities for the varsity athletic teams, and shower and locker rooms for women's physical education classes.

Student Center.—The University recognized the importance of providing a place where social life of students may be centered. The newly erected Student Center adjoins the cafeteria, and maintains a soda fountain, snack bar, and offers facilities for games, dancing, and group meetings. It is beautifully decorated and equipped in a modern manner. The second floor of the Student Center has sorority and fraternity rooms and quarters for the Pan-hellenic hostess.

Cafeteria.—The cafeteria, at the east end of the Student Center, is a newly decorated structure with a seating capacity of 500. The large and well-lighted kitchen is provided with all modern conveniences, including up-to-date ranges, ovens, and cold storage.

AF-ROTC Building.—The west end of the Student Center houses the AF-ROTC class rooms and offices for the AF-ROTC staff. This area also has been recently redesigned and redecorated to suit the needs of the military unit.

The Power Plant.—The power plant contains a battery of boilers for the heating of all the buildings on the campus.

Industrial Arts Building.—The industrial arts building was built in 1941 for the use of the N.Y.A. In 1946-47 it was remodeled and modernized. It is of concrete block construction, faced with brick veneer. It provides facilities for woodwork, drafting, metalwork, electricity, ceramics, photography, and general shop practices.

University Auditorium.—This auditorium is designed to seat approximately twelve hundred persons and is used for assemblies. The stage has been modernized to provide more adequately for the dramatic and musical productions that are sponsored by these departments.

Health Center.—Services of a physician and a registered nurse are provided for minor treatment and consultation in the University Health Service which is located on the first floor of the Administration Building. The student is responsible for arrangements for hospitalization or medical care beyond that offered by the Health Service. Parents of resident students will be notified by the Health Service if additional medical care is necessary.

Bookstore.—The University Bookstore is located on the first floor of the Administration Building. Here the students may purchase their textbooks and other supplies.

Post Office.—Each dormitory student is expected to rent a mail box to facilitate the handling of his mail, and should have his mail addressed: Memphis State University Station, Memphis 11, Tennessee.

Living Accommodations

Mynders Hall East is a fireproof building offering modern, attractive quarters to 178 women. Dormitory facilities include attractive parlors, sound proof music rooms, a laundry equipped with automatic washers, dryers, and ironers for the use of the students, a kitchen for use in entertaining, and a sun deck. Rooms are arranged in suites of two bedrooms with connecting tile bath. Most suites accommodate three girls; a few accommodate four. Each room has a closet for each occupant, single beds with innerspring mattresses, chest, desk, desk chairs, and easy chairs. Floors are covered with asphalt tile.

Mynders Hall West, completed in the summer of 1956, is a modern, well equipped dormitory planned to accommodate 165 freshmen women. Its facilities include attractive lobbies, date rooms, a recreation room, a laundry room, and a small kitchenette. Rooms are planned to accommodate two girls, and each is equipped with venetian blinds, two closets, a wash basin, full length mirror, and for each resident a single bed with innerspring mattress, a chest-desk, and a chair.

Scates Hall is a three story structure with a capacity of 136 men students. This building has a three-room apartment for the manager and his family. The halls are well lighted, sound proof, and air conditioned. Each room is equipped with furniture for from one to three occupants. All floors are of concrete and are covered with asphalt tile. Each room also contains two closets and two double electric outlets for study lamps and radios.

Hayden Hall, completed in the summer of 1952, is named in honor of the late Professor Grover H. Hayden, professor since 1918. Fireproof and modern in every detail, it is a two-story, three-unit building designed to house 72 men students.

North Hall, completed in February 1957, is a modern dormitory for men. Its 77 rooms, with entirely new furnishings, will accommodate 154 students. In addition, the building has two lobbies and a recreation room for students, and a two-bedroom apartment for the manager and his family.

Veterans Houses.—Nineteen buildings were erected on the northern portion of the campus in 1946-47. The buildings provide housing facilities for 75 families. The buildings were erected by the F.P.H.A. to relieve the housing shortage for married veterans.

Tuition and Fees

All students registering for graduate work pay the below listed Maintenance Fee. Non-residents of Tennessee are charged the Maintenance Fee plus Non-Resident Tuition as indicated.

A.—ON CAMPUS

Maintenance Fee—Full-time student.....	per semester	\$97.50
Non-Resident Tuition—Full-time student.....	per semester	82.50
Maintenance Fee—Part-time student.....	per semester hour	9.00
Non-Resident Tuition—Part-time student.....	per semester hour	9.00

B.—OFF CAMPUS

Maintenance Fee—Part-time student.....	per semester hour	9.00
Non-Resident Tuition—Part-time student.....	per semester hour	9.00

C.—Graduation Fee.....		15.00
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Extension Division

E. EARL CRADER, *Director*

Memphis State University has for a number of years conducted general education workshops. The increasing demand for these services has resulted in the organization of an Extension Division. The Extension Division was authorized by the State Board of Education in 1951 to afford an official avenue through which university services could be extended off-campus.

EXTENSION CLASS INSTRUCTION

Graduate courses are offered through the Extension Division of Memphis State University at centers where suitable arrangements are made in advance. Regularly employed graduate faculty members listed in this Bulletin teach graduate extension courses. The subject matter taught in extension classes is the same as that offered on campus. Regulations regarding the approval of extension courses toward requirements for the Master of Arts degree are found on page 15 of this Bulletin.

OTHER EXTENSION SERVICES

Where circumstances justify, the Extension Division attempts to provide various types of help to organized groups within the service area. This assistance may take the form of such activities as conferences, public addresses, consultative service, and other types of school and community aid. Regularly employed staff members of Memphis State University are available for this service.

To the end that an effective extension service may be carried on by Memphis State University, correspondence is invited with groups or individuals who are interested. Please address correspondence to:

EXTENSION DIVISION
Administration Building, Room 202
Memphis State University
Memphis 17, Tennessee

Admission to the Graduate School

The Graduate School is open to persons holding the Bachelor's degree from colleges and universities recognized by standard, general, or regional accrediting agencies, whose undergraduate work has been of sufficient quality and scope to enable them to profitably pursue graduate study.*

Admission to the Graduate School merely gives the privilege of taking course work. It does not in any way imply that the student is admitted to candidacy for an advanced degree.

Application blanks for admission to the Graduate School may be secured from the office of the Registrar, and all inquiries should be addressed to him.

Applicants for admission must submit an application and two official transcripts of their undergraduate credits before being considered for entrance into the Graduate School.

Applicants must present evidence of good health, moral character, and intellectual capacity necessary for pursuing graduate study.

Registration and Attendance

After being admitted to Graduate School, the student must arrange a personal conference with the Director. During this conference the Director will assign tentative advisers and will advise as to programs available in Graduate School.

*Note: Undergraduate students at Memphis State University who are enrolled for courses which complete their undergraduate degree may apply for admission to graduate studies and in special cases be allowed to register for graduate courses not to exceed a total of 15 semester hours of combined course work.

Graduate students who notify the Registrar of their intentions to register will have their registration material ready for them when they arrive on the campus.

Graduate students who **DO NOT** notify the Registrar of their intentions to register will be delayed while the IBM office prepares their registration materials.

PROCEDURE OF REGISTRATION

- 1.—Registration cards are issued in the Registrar's Office **ONLY**.
- 2.—After securing registration materials, confer with major adviser, complete materials, and secure signatures of both major and minor advisers.

NOTE: New graduate students will be assigned major and minor advisers in the conference with the Director of the Graduate School.

- 3.—Class cards will be secured from Departmental Chairmen.
- 4.—All materials must be presented to Director of Graduate School.
- 5.—After the registration is approved by the Director, materials must be taken to the Bursar's Office where all fees must be paid. Registration is not complete until all fees are paid.

ADDING OR DROPPING COURSES OR CHANGING SECTIONS

After a graduate student has completed his registration, it cannot be changed without approval of the Director of the Graduate School. The adjustment will originate in the office of the Director, and the change-of-course must have the approval of the student's major adviser and the Director.

WITHDRAWING FROM GRADUATE SCHOOL

Failure to give official notice of complete withdrawal from Graduate School in writing will result in a grade of "F" in each course for which the student was registered.

Address your notice of withdrawal to:

DIRECTOR, THE GRADUATE SCHOOL
Memphis State University
Memphis 17, Tennessee.

Requirements for the Master of Arts Degree

Every graduate student and every prospective graduate student is expected to make himself thoroughly familiar with the regulations of the Graduate School and the requirements for degrees. Failure to follow the regulations and requirements almost inevitably results in complications for which the Graduate School cannot assume responsibility.

To facilitate communication, graduate students are expected to notify the Graduate Office of their changes of address. They should remember that all details connected with their work center in the Graduate Office.

ADMISSION TO CANDIDACY FOR THE MASTER OF ARTS DEGREE

To become a candidate for a degree, the student must file an application on blanks available at the office of the Director. The application must contain plans for a complete program of graduate study and be approved by a faculty adviser in both the major and minor areas.

Before the "Application for Admission to Candidacy for the Master of Arts Degree" can be approved and the applicant can be officially admitted to candidacy for the Master of Arts degree, the student must have satisfied the following requirements:

1. He must have completed some graduate work in residence.
2. He must have completed prerequisite undergraduate requirements of not less than 18 semester hours in his graduate major area and not less than 6 semester hours in his graduate minor area, except in special cases approved by the Director of the Graduate School and the Chairman of the department concerned.
3. He must have at least a "B" average on all graduate work which has been completed up to the date of the application and which is to form part of his program;
4. The general field of his thesis must have been approved, **IF HIS PROGRAM INCLUDES THE REQUIREMENT OF A THESIS**;
5. His graduate work up to this point must be acceptable in quality and quantity to his major and minor departments as attested by their approval of his program.
6. His entire program must conform to the general regulations of the Graduate School and the requirements for his particular major and minor.

Every student who files an "Application for Admission to Candidacy for the Master of Arts Degree" will receive from the Graduate office an approved copy of the application or a letter explaining why approval has been withheld.

SEMESTER HOUR REQUIREMENTS

The Master of Arts degree program shall include 30-33 semester hours of course work as follows: 18-21 semester hours in a major area, 8-12 semester hours in a minor area, 4 semester hours or less in general electives.

If a thesis of 3-6 semester hours is submitted, the degree may be completed with 30 semester hours. The thesis shall be in the major area and the overall major requirements shall be 18 semester hours.

If no thesis is submitted, the overall degree requirements shall be 33 semester hours, with a minimum of 21 semester hours in the major area.

All requirements for the degree must be completed within six years from date of the candidate's original registration for graduate courses.

At least 18 semester hours of the courses in a student's program must be of the type designated as primarily for graduate students (500 level courses). At least 12 semester hours of this must be done in the minor.

Work done by graduate students registered for G-400 courses must be of a higher quality than that required of undergraduates. Also, the graduate student is required to do additional work. This may consist of research or of such other work as the instructor may demand.

AMOUNT OF WORK PERMITTED

Sixteen semester hours shall be the maximum load for students devoting full time to graduate study. Only full time students may register for more than twelve semester hours of course work in any one semester, including courses on campus, extension courses, and courses to be transferred from other institutions.

Graduate students who are employed on a full time basis may not register for more than two graduate courses.

A student may register for 18 semester hours during his final academic semester for the purpose of graduating, if he has had a 3.5 average on previous graduate studies completed.

Certain residence courses, designated as "problems courses," are described in this bulletin. Seven semester hours of credit through problems courses may be applied to degree requirements; however, not more than four semester hours may be applied toward the major or more than four semester hours toward the minor. A file of the work submitted by graduate students for credit in problems courses will be maintained in the Graduate Office, and graduate students will not be allowed to register for more than one (1) problems course in any one (1) semester or full summer session.

MINIMUM RESIDENCE REQUIREMENTS

Completion of two semesters of residence study computed on the basis of a minimum of twelve semester hours of credit as the equivalent of one semester of residence.

CREDIT FOR WORK COMPLETED ELSEWHERE AND BY EXTENSION

There is no automatic transfer of credit toward a graduate degree, but, in general, residence work completed at another accredited graduate school may be accepted for not more than six semester hours of course credit toward a Master's degree. However, such work will not reduce the minimum residence requirement for the Master's degree.

Six semester hours of course work completed through the Memphis State University Extension Division may be applied toward degree requirements; however, not more than three semester hours may be applied toward major requirements or more than three semester hours toward minor requirements.

Six semester hours of transfer work may be applied toward degree requirements; however, not more than four semester hours may be applied toward major requirements or more than four semester hours toward minor requirements.

Not more than nine semester hours of any combination of extension work and work completed elsewhere may be credited toward the course requirements for the Master's degree.

GRADUATE CREDIT IS NEVER GRANTED FOR COURSES TAKEN BY CORRESPONDENCE.

GRADES

The grading system in the Graduate School is as follows:

Grade of A—Exceptionally high scholarship—four points for each semester hour.

Grade of B—Superior scholarship—three points each semester hour.

Grade of C—Average scholarship—two points each semester hour.

Grade of D—Poor but passing—one point each semester hour.

Grade of F—No point value.

Grade of I—Incomplete.

Grade of IP—In progress.

An average grade of "B" must be maintained in ALL graduate work, and credit earned with a "D" grade may not be counted toward meeting the major or minor requirements for the Master of Arts Degree.

Not more than 7 semester hours of credit with a grade of "C" may be applied toward meeting the degree requirements, and not more than 4 semester hours of "C" may be accepted in the major, and not more than 4 semester hours of "C" in the minor area.

A student may not be graduated with an "F" on his record without special approval of the Graduate Council.

A grade of "I" will become an "F" unless removed within the first four weeks of the next semester that the student is in residence. The deficiency, however, must be corrected within one calendar year from the date the "I" was recorded.

A grade of "IP" on problems courses will become an "F" unless removed within the first four weeks of the semester following the date of recording.

An "IP" grade on a *thesis* may be extended for a period of one year from the recorded date without special permission or penalty. Requests for more than one year extension of time must be made in writing.

COMPREHENSIVE EXAMINATION FOR THE MASTER OF ARTS DEGREE

Before being recommended for graduation, every candidate for the Master of Arts degree is required to pass a final comprehensive examination in his major subject and in his minor subject; it may be oral or written or both, at the discretion of the departments concerned.

It is the student's responsibility to confer with his major and minor departments regarding the time and place of the examination. No reminders will be sent him by the departments or by the Graduate Office.

STATEMENT OF INTENTION TO GRADUATE

Candidates for the Master of Arts degree must file a statement of intention to graduate with the Director of the Graduate School at the beginning of the semester, or session, in which the academic requirements for the degree are to be completed.

Programs of Study

A variety of programs of study leading to the Master of Arts degree are offered in the Graduate School of Memphis State University. Candidates for the degree must design a degree plan which has the approval of their major adviser. This plan will include both a major and minor area of study. The major and minor may not be completed in the same area; however, general electives may be completed in any area.

MAJOR AREAS:

1.—In the department of CURRICULUM AND INSTRUCTION:

- A. Preparation as a Master Teacher:
Elementary School
Secondary School
- B. Preparation as a Guidance Counselor or School Psychologist.
- C. Preparation in the Area of Special Education:
Teaching the Educable Mentally Retarded
Teaching the Hospitalized, Homebound and Crippled Children
- D. Preparation as a Curriculum Director or Supervisor of Instruction.

All students majoring in this department must complete one of the above programs of study. The following courses are required in each program:

Education 501—Educational Thought (3)
Education 504—Social Foundations of Education (3)
Education 521—Educational Psychology (3)

2.—In the department of EDUCATIONAL ADMINISTRATION AND SUPERVISION:

- A. Preparation as a School Principal:
Elementary School
Secondary School
- B. Preparation as a School Superintendent.
- C. Preparation as a Supervisor of Attendance.
- D. Preparation as a Supervisor of Instruction.

All students majoring in this department must complete one of the above programs. The following courses are required in each program:

Education 537—Techniques of Educational Research (3)
Education 581—Public School Organization and Administration (3)
Education 571—City and County School Supervision (3)

- 3.—In the department of **ENGLISH**, graduate students who select English as a major area will consult their major adviser as to the program of study.
- 4.—In the department of **GEOGRAPHY**, graduate students who select Geography as a major area will consult their major adviser as to the program of study.
- 5.—In the department of **HISTORY**, graduate students who select History as a major area will consult their major adviser as to the program of study; however, History 500—Historical Method (3), is a required course in the History major.

MINOR AREAS:

- 1.—In the department of **ACCOUNTANCY**, 9 semester hours as approved by the minor adviser.
- 2.—In the department of **BIOLOGY**, 8 semester hours as approved by the minor adviser.
- 3.—In the department of **CHEMISTRY**, 8 semester hours as approved by the minor adviser.
- 4.—In the department of **CURRICULUM AND INSTRUCTION**, the following courses are required for a minor:
 - Education G456—Educational Sociology (3)
 - Education 501—Educational Thought (3)
 - Education 521—Educational Psychology (3)
- 5.—In the department of **EDUCATIONAL ADMINISTRATION AND SUPERVISION**, the following courses are required for a minor:
 - Education 537—Techniques of Educational Research (3)
 - Education 571—City and County School Supervision (3)
 - Education 581—Public School Organization and Administration (3)
- 6.—In the department of **ENGLISH**, 9 semester hours as approved by the minor adviser.
- 7.—In the department of **FINANCE**, 9 semester hours as approved by the minor adviser.
- 8.—In the department of **GEOGRAPHY**, 9 semester hours as approved by the minor adviser.
- 9.—In the department of **HEALTH AND PHYSICAL EDUCATION**, 9 semester hours as approved by the minor adviser, 3 semester hours of which must be selected from the following two courses:
 - P.E. 562—Curriculum Construction in Health Education and Physical Education (3)
 - P.E. 571—Development and Supervision of an Elementary School Health and Physical Education Program (3)
- 10.—In the Department of **HISTORY**, 9 semester hours from the field of American History and the field of European History, each approved by the minor adviser.
- 11.—In the broad area of the **HUMANITIES**, 12 semester hours, to be selected from History, English, Mathematics, and Philosophy or Psychology.
- 12.—In the Department of **MARKETING**, 9 semester hours as approved by the minor adviser.
- 13.—In the Department of **PSYCHOLOGY**, 9 semester hours as approved by the minor adviser.
- 14.—In the broad area of **SCIENCE**, 12 semester hours, to be selected from Biology, Chemistry, Mathematics, and certain designated courses in Geography.
- 15.—In the broad area of **SOCIAL SCIENCE**, 12 semester hours, to be selected from History, Geography, and Sociology.

Summary of Procedures for Student Working Toward Masters Degree.

REQUIREMENTS	UNDER DIRECTION OF	DEADLINE DATES
Application for Admission and Two Undergraduate Transcripts	Registrar's Office	Usually one month before registration. (See Graduate Schedule for specific dates)
Conference with Director of Graduate School	Director of Graduate School	Following acceptance into Graduate School and prior to initial registration
Initial Registration	Major and Minor Advisers	On Entrance
Application for Admission to Degree Candidacy	Major and Minor Advisers	Following completion of first resident graduate study and before completion of 18 semester hours
Approval of Candidacy	Director of Graduate School	Immediately following application for degree candidacy
Thesis (if written)	Major Adviser (Wm. G. Campbell's <i>Form and Style in Thesis Writing</i> (available in College Bookstore) shall be used in all graduate theses except in special fields where supplementary material may be used)	Due in Graduate Office two weeks before comprehensive examination
Comprehensive Examination	Major and Minor Advisers	Before end of semester in which academic requirements for the degree are completed
Statement of Intention to Graduate	Director of Graduate School	During registration for final course work.
Convocation	University Administration	First convocation following completion of all requirements for the degree

Course Offerings

Accountancy

MR. CRAWFORD, *Chairman*, MR. SPICELAND, MR. WRAY

G446—Controllership (3).

Training in the field of administrative accounting, duties and functions of the controller, organization of the controller's office.

G451—Federal Income Tax I (3).

Regulations pertaining to individuals and partnerships.

G452—Federal Income Tax II (3).

Laws and regulations for corporations, estates, and fiduciaries.

G454—Governmental Accounting (3).

Accounting theory and practice applicable to Federal, state, and local government, and to non-profit institutions; budgetary control; control, classification, and use of funds; financial statements and reports.

531—Standard Cost (3).

Budgets, determination of standards, variances and their functions, cost reports, profit projecting.

591—Current Accounting Problems (3).

Problems encountered in C. P. A. examinations, including such items as receiverships, realization and liquidation statements, compound interest and annuities, estates and trusts, and the like.

Biology

MR. RUDOLPH, *Chairman*, MR. BROWN, MR. FREEMAN, MR. KNEPTON, MR. McCLURKIN

G403—Vertebrate Histology (4)

Microscopic study of normal tissues and organs of the vertebrate body. Two hours lecture; four hours laboratory.

G404—Histological Technique (3).

Method of preparing animal tissues for microscopic study, theories of staining, and preparation of permanent mounts of animal tissues. One hour lecture; four hours laboratory.

Prerequisite: Five hours of zoology or consent of instructor.

G405—Sanitary Bacteriology (4).

A study of micro-organisms in relation to water and sewage; disinfection and disinfectants. Two hours lecture; four hours laboratory.

Prerequisite: Biology 302 or its equivalent.

G410—Organic Development (3).

The consideration of the theoretical and scientific evidences concerning the origin, development, and establishment of the major groups of living and extinct animals and plants.

Prerequisite: one year of biology. Recommended for biology majors and general students as well.

G440—Field Zoology (4).

Designed to acquaint the student with a field knowledge of the animals of this

locality. Identification, life history, and habitat will be considered. Birds and insects to be omitted. Two hours lecture; four hours laboratory.

Prerequisite: eight hours of biology including five hours of zoology.

500—Special Problems (4).

Qualified students may be given special problems which they will investigate. The investigations will be pursued under the supervision of a member of the graduate staff and reported in the form of a written paper.

560—Protozoology (4).

A survey of the free living and parasitic protozoa. Consideration is given to structure, taxonomy, habitat, and life history. Lecture two hours; laboratory four hours.

Prerequisite: five hours of zoology or its equivalent.

Chemistry

MR. FOX, MR. CLAYPOOL, MR. HAYES, MR. HOLMES, MR. IJAMS, MR. NEWSOM

G401, G402—Biochemistry (4 credits each semester).

This course covers the fundamental physical and chemical mechanisms involved in the vital processes of living organisms.

Prerequisites: Chemistry 321, 322. Two hours lecture and four hours laboratory per week.

G411, G412—Physical Chemistry. (4-4)

This course deals with important theories, laws, and subject matter of physical chemistry.

Prerequisites: Chemistry 211, 212, 321, 322, Physics 211, 212, Mathematics 121 or 141, and a good knowledge of logarithms. Mathematics 311, 312 are desirable. Three hours lecture and two hours laboratory per week.

G421—Quantitative Analysis. (4)

The theory and practice of preparing and using standard solutions in volumetric determinations of certain unknowns, in the areas of acidimetry and alkalimetry, oxidation and reduction, iodimetry and complex-ion formations. Special attention is given to the plotting of titration curves, and calculations relating to volumetric analysis.

Prerequisite: Chemistry 211, 212. Two hours lecture and four hours laboratory per week.

G422—Instrumental Analysis. (4)

Applications of recent developments in the field of instrumental analysis. The theory and use of colorimetric, spectrophotometric and electrometric methods of chemical analysis. Experience will be gained in the use of the Beckman DU spectrophotometer and other related colorimetric and spectrometric instruments.

Prerequisite: Chemistry 421. Two hours lecture and four hours laboratory per week.

G431—Applications of Colloid Chemistry. (3)

This course is a continuation of Chemistry 331 in which the principles of colloid chemistry are applied in the study of specific fields of concentration, such as cellulose, wood and wood chemicals, cotton products, foods, cosmetics and drugs. This course is designed to give the student specific instruction in the field of chemistry into which he plans to enter as a profession. One hour lecture and four hours laboratory per week.

Prerequisite: Chemistry 331.

G451, G452—Organic Preparations. (3-3)

The preparation and properties of organic compounds. Introduction to research methods.

Prerequisites: Chemistry 211, 212, 321, 322. One hour lecture and four hours laboratory per week.

521-522—Advanced Course in Inorganic Qualitative Analysis. (4-4)

Typical inorganic qualitative analysis problems are studied from the standpoint of present day theoretical interpretations of inorganic chemistry. A detailed examina-

tion is made of several qualitative analysis procedures and schemes. Reports, based on library studies, are prepared.

Prerequisites: Undergraduate physical chemistry and a reading knowledge of German.

531-532—Organic Qualitative Analysis. (3-3)

Characterization of known and identification of unknown pure compounds and mixtures of pure compounds by solubility tests, class reactions, specific test reagents and the preparation of derivatives. One hour lecture and four hours laboratory per week.

Prerequisites: Chemistry 211, 212 and Chemistry 321, 322.

Curriculum and Instruction

MR. RUMBLE, *Chairman*, MR. BROWNLEE, MR. DIENER, MR. ENGLAND, MR. HAYNES,
MR. KRAUSE, MISS LINSKIE, MISS MCFADDIN, MR. STORY, MR. UNDERWOOD

G415—Directed Student Teaching in High School Subjects (3).

Observation of the growth and development of pupils and of methods of teaching; participation in school activities, culminating in assuming responsibility for teaching entire groups.

G416—Directed Student Teaching in High School Subjects (3).

For the student who has had Education 415 and desires student teaching in a second endorsement area.

G417—Directed Student Teaching in High School Subjects (3).

For the student who has had Education 415 and desires student teaching at a different level.

G425—Directed Student Teaching in the Elementary School (6).

Observation of the growth and development of pupils and of methods of teaching; participation of school activities, culminating in assuming responsibility for teaching entire groups.

G426—Directed Student Teaching in the Elementary School (3).

For the student who is taking or has had Education 425 and desires additional experience.

G427—Student Teaching with the Educable Mentally Retarded (3).

Orientation, observation, teaching with mentally retarded pupils.

Prerequisite: Education 425 or 426.

G428—Student Teaching with Pupils who have Crippling and Special Health Conditions (3).

Orientation, observation, teaching with pupils who have crippling and special health conditions.

Prerequisite: Education 425 or 426.

G429—Workshop for Teachers in the Elementary School. (6).

A course designed to meet the needs of in-service teachers by offering an opportunity to work cooperatively on problems which are real to teaching situations and which meet the needs of the individual.

Prerequisite: teaching experience and consent of the director of the workshop.

G442—The Teaching of Natural Science in the Elementary School (3).

This is an advanced course in the study of the natural environment as a child would view it. A survey of suitable equipment and materials for the elementary classroom and limited experience at carrying on experiments at the child's level.

G443—The Teaching of Mathematics in the Elementary School (3).

This is an advanced course acquainting prospective and experienced teachers with the mathematical processes required of the elementary child and giving an insight into reasons why certain methods are used.

G444—The Teaching of the Social Studies in the Elementary School (3).

An analysis will be made of social problems, needs, and interests which are basic to the curriculum of the elementary school child. The role of the social studies and its relationship to the total school program will be emphasized.

G445—The Teaching of Children's Literature in the Elementary School (3).

This is a course designed to improve the methods of teaching children's literature in the elementary school. Units on story telling, dramatization, choral speech work, and the correlation of literature with the content subjects will be carried out.

G446—The Teaching of Reading in the Elementary School (3).

A study of reading methods designed for the development of efficient independent readers. Materials and activities appropriate for each developmental stage.

G448—Workshop in the Reading Program (3-6).

Through the media of group study, discussion, demonstrations, directed observation, and laboratory work, participants will have opportunity to formulate plans for their reading program as to content, methods and techniques, materials, and evaluative criteria.

G451—History of Education (3).

This course traces through European history some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of some of the leading educational theorists, and by institutional practices.

G452—History of Education in the United States (3).

This course aims to trace, describe, and evaluate, in the light of accepted facts, the development and growth of our educational practice, institutions, and theories from the beginning of colonial life to the present time.

G453—Philosophy of Education (3).

The purpose of this course is to furnish a guide to the philosophical treatment of, and to develop in the student some facility in critical and systematic thinking about, educational problems.

G461—Curriculum Problems and Trends in the Secondary School (3).

This course is designed to afford some help in the clarification of secondary school educational purposes and in determination of appropriate learning activities. It deals with the functional teaching objectives, ways of attaining these objectives, methods of establishing relationships among the school subjects, developing the core curriculum, and the organization and use of units of work.

G462—Curriculum Problems and Trends in the Elementary School (3).

This course deals with general educational objectives and means of achieving them; the role of the various school subjects and their relationships, and with the organization and use of units of work in the core curriculum.

G466—Audio-Visual Aids to Teaching (3).

Audio-visual materials will be examined from the point of view of their effectiveness and possible utilization in the school program. Opportunity will be provided to develop skills in the use of materials and equipment. The technical and administrative problems of integrating audio-visuals into the school curriculum will be studied.

G471—Principles and Procedures of Guidance (3).

An introduction to the principles of guidance with emphasis being placed upon the function of guidance in relation to child adolescent needs.

G472—The Psychology of Adolescence (3).

A study of the characteristics of the adolescent stage of development that should

be taken into account in the planning and teaching of secondary school courses of study, in the supervision of extra-class activities in the secondary school, and in guiding and counseling with adolescents.

G476—Mental Hygiene and the School (3).

Guidance for the teacher in working on her own personality development and a study of the mental hygiene of the child as affected by his total environment, past and present.

G480—Education of Exceptional Children (3).

A survey course which deals with the general problems involved in education of exceptional children.

G481—Education of the Mentally Retarded (3).

This course is designed to aid students in understanding the mentally retarded child. Includes basic educational techniques and methods applicable to mentally retarded children.

G482—Education of the Brain-Injured Child (3).

This course includes a study of basic concepts and principles designed to familiarize the student with special procedures and materials adaptable to the brain-injured child.

G483—Education of Hospitalized and Homebound Children (3).

This is an orientation to the general and specific problems of the hospitalized and homebound child.

G484—Education of Cerebral Palsied Children (3).

This course is a study of the characteristics and needs of the cerebral palsied child, including skills and techniques in providing individual institutions, treatment, and prevention, emotional and social problems, and vocational rehabilitation.

G485—Introduction to Social Case Work (3).

This is an introductory course designed to acquaint the student with the concepts and principles underlying social case work.

501—Educational Thought (3).

This is a study of the evolution of educational theories and philosophies with particular reference to their impact upon educational developments in the United States.

504—Social Foundations of Education (3).

This course is designed to study education as a cultural universal. It emphasizes the mutual influence of social institutions and education as well as the factors involved in the socialization of the student personality. (Replaces G456).

506—Comparative Education (3).

This course is designed to offer a scientific study of education in various cultures by exploring the relationships that exist between a given educational system and the philosophy, history, geography, and technology of the people. This course is planned to give background and meaning to the content and method in the area of the social studies with special emphasis on international understanding.

521—Educational Psychology (3).

This is an advanced course in the psychology of teaching and learning designed especially for experienced teachers and administrators who desire to pursue graduate study in the field of education.

526—Education and the Dynamics of Adjustment (3).

This course attempts to develop insights regarding individual and social behavior and apply them to formal and informal educational situations.

527—Techniques and Practices in Guidance (3).

Approaching the problems of organized guidance through evaluation of potential abilities and interest of students and teachers. Develops skill in the techniques requisite to an adequate program.

541—Diagnostic and Remedial Reading in Elementary and Secondary Schools (3).

An analysis of why certain children fail to read adequately. The development of a program in reading that will tend to correct reading deficiencies.

553—Educational Tests and Measurements (3).

A study of the principles underlying the construction of objective tests, and of the problems relating to the use and interpretation of school measurements by teachers and administrators. Practice is given in the construction of new type and essay tests, and in the elements of statistical procedure necessary for the interpretation of school measurements.

557—Modern Methods in Education (3).

A consideration of the overall task or function of education and what this means to teaching. How the school can perform its role most effectively.

561—Fundamentals of Curriculum Development (3).

A study of the fundamental aspects of curriculum development and the basic issues underlying curriculum planning. Four significant aspects are: educational directions; ordering potential experiences; patterns of curriculum organization; and the determination of principles and procedures by which changes in the curriculum can be made, evaluated, and sustained.

562—Recent Research in Curriculum and Instructional Problems (3).

A brief survey of recent research with special attention to the more significant studies affecting methods and materials in different subjects. An evaluation of the research findings and of their implications for the curriculum.

563—Seminar in Contemporary Issues (3).

This course is designed to offer students an opportunity to gain experience in clarifying current curriculum issues through group discussion and the application of research findings. Problem census and student needs will determine the specific areas approached.

566—The Pupil Activity Program (3).

A study of current philosophy and practice in regard to responsibilities of teachers, supervisors, and administrators for those phases of educational practice which are essential for the educational program, but are not considered as part of general classroom procedure.

591 (—) Special Problems.

Individual investigation and report under the guidance of a faculty member. Register for areas as follows:

- (A) Curriculum (1 to 3).
- (B) Instruction (1 to 3).
- (C) Guidance (1 to 3).

593-6—Thesis (3-6).

Only students with superior scholarship are permitted to register in this course. The student must present in writing an outline describing the proposed thesis. This outline, when approved by the faculty members under whose direction the thesis is to be written, must be submitted to the Chairman of the Department of Curriculum and Instruction for his approval. This course will involve writing the thesis and will emphasize the adequate setup of the problem, the collection of the data, their use, and conclusions to be reached.

Educational Administration and Supervision

MR. CRADER, *Chairman*, MR. JOHNSON, MR. STREET

511—School and Community Relationships (3).

The relationship of the school to the community movements and organizations concerned with health and safety, government and civic life, religion, occupations, extension services, children's organizations and clubs, adult education, cultural education, community cooperative movements, etc.; relationships of the community to such school activities as attendance, athletics, lunch, libraries, extracurricular program, home study, records and reports, guidance, etc.

537—Techniques of Educational Research (3).

A study of techniques used in the solution of educational problems with the objectives of (1) appreciation and critical evaluation of the work of others, and (2) the ability to use one or more techniques. Particular attention will be given to techniques of problem solving by group process.

571—City and County School Supervision (3).

A course designed to consider the general supervisory functions and techniques in school systems. The purpose of the course is to help the administrator and supervisor evaluate present programs and practices and from the evaluations plan in-service-training experiences which lead to improved instruction.

572—High School Supervision (3).

This course is designed to investigate some of the modern theories, principles and practices of school supervision as they apply to the practical problems of supervision at the secondary school level. Qualifications, selection and performance of supervisors are considered, along with the functional demands on modern secondary schools.

573—Elementary School Supervision (3).

This course deals with significant supervisory problems at the elementary school level. Recent research findings will be used to focus on the problems as they are dealt with through democratic elementary school supervision.

581—Public School Organization and Administration (3).

The following will be studied: the administrator and his leadership; his relation to all agents and agencies of the school; types of school organization, administrative and instructional supervision; classification and promotion of pupils; curriculum activities and materials; public relations; office administration, plant operation, assemblies, extra-instructional activities; special classes, library, and health program.

582—School Finance and Business Management (3).

The theory and practice of financing public education in the United States. Developing of guiding principles in educational finance, trends and needs in state and federal participation in school support, and local operational finance.

583—School Housing and Transportation (3).

A consideration of the school plant, grounds, and major equipment in relation to the educational needs of the community; utilization and accessibility of schools and transportation.

584—High School Administration (3).

This course is offered as a concise description of modern useful practices in organizing and administering secondary schools, types of high schools, selection and assignment of staff, program of studies, records, management of buildings and grounds, pupil personnel guidance, selection, retention and improvement of teachers, and interpreting the school to the public.

585—Elementary School Administration (3).

A study of the major aims of the elementary school; planning the daily program through the integration of related subjects; learning to keep and interpret various types of records and reports. Considering the importance of proper teacher-parent relationships. Special emphasis on the P. T. A. program in Tennessee.

586—Basic Theories of Educational Administration. 3 semester hours credit.

An introduction to the various theories of administration and supervision of education; examination of the psychological, sociological and philosophical origins of these theories, and study of the conflicting effects of the theories in action.

587—Contemporary Issues in Educational Leadership (3).

Seminar on contemporary issues confronting leaders in American education currently before the profession and the public. The role of the administrator in resolving contemporary issues.

588—School Law (3).

This course is designed to consider the Federal and State statutes and local regulations which are applicable to the field of education. Emphasis is placed on legal requirements and their implications for public school operation. Court decisions relating to public schools are considered. The course is for administrators and students of administrative procedures.

589—Human Relations in School Administration (3).

The course will emphasize human relations in successful educational leadership positions. Human relations principles will be applied to the various responsibilities of school leaders, and research findings in this field will be interpreted for successful practices in school administration. Investigation of the practices and concepts of school leadership will be designed to help the student develop a personal philosophy which will be of practical benefit in his position.

591 (—) Special Problems.

Individual investigations and report of specific problems. Register for areas as follows:

(D) School and Community Relationships (1 to 3).

(E) School Supervision (1 to 3).

(F) School Plant and Transportation (1 to 3).

(G) School Finance and Business Management (1 to 3).

593-6—Thesis (3-6).

Only students with superior scholarship are permitted to register in this course. The student must present in writing an outline describing the proposed thesis. This outline, when approved by the faculty members under whose direction the thesis is to be written, must be submitted to the Chairman of the Department of Educational Administration and Supervision for his approval. This course will involve writing the thesis and will emphasize the adequate setup of the problem, the collection of the data, their use, and conclusions to be reached.

599—Seminar in Educational Leadership (1-6 hrs.)

This course is designed primarily for persons in positions of educational leadership. It will deal with problems and issues deriving from movements and trends in our present day culture. Emphasis will be given to educational leadership arising therefrom.

English

MR. EVANS, *Chairman*, MR. ABBETT, MR. CARSON, MR. EDWARDS, MR. FARRIOR, MR. HILL, MR. McLAURIN, MISS SEAY, MR. A. SMITH, MR. W. SMITH, MR. VILLAREJO, MR. WYNN.

G400—The Principles of Literary Criticism (3).

A study, including actual work with poetry and prose, of the principles underlying the analysis and evaluation of literature.

G411—Early English Drama (3).

British Drama is traced from its beginnings to the closing of the theaters in 1642, exclusive of Shakespeare.

G412—English Drama Since 1642 (3).

The course of British Drama is further traced, beginning with the Restoration and continuing to the present era.

G420—Spenser (3).

The Faerie Queene and other major poems are studied in the context of the historical, intellectual, and literary developments of the English Renaissance.

G421—Chaucer (3).

As many of *The Canterbury Tales* as possible are read and discussed in class.

G422—Milton (3).

The poetry of Milton is emphasized in this course, with some attention given to his essays. Papers and reports are assigned.

G423—Tennyson and Browning (3).

An intensive study of selected poems of different types produced by each poet.

Their philosophy and religion are considered, as well as their connection with fore-runners and successors.

G432—Shakespeare's Tragedies (3).

All of Shakespeare's tragedies are read and critical examination is made of at least five of the author's greatest works. Attention is given to the principles governing tragedy.

G433—Shakespeare's Comedies and Histories (3).

The best known of Shakespeare's Comedies are included in this course. In addition several of his histories are studied.

G442—English Grammar (3).

The historical development of English grammatical principles.

G443—Semantics (3).

Meaning and change of meaning in the use of English words.

G444—The Nature and Development of Languages (3).

A survey of the general field of language and its relation to society and culture, as a background for the English language.

G451—The English Novel (3).

A critical appreciation of representative novels. Class discussion of their literary and historical merit and of the reflection of their authors' responses to the personal, social, and ethical problems of their time. From the Age of Elizabeth to mid-nineteenth century.

G452—The English Novel (3).

A continuation of G451. From mid-nineteenth century to the present.

G461—American Authors (3).

An analysis of the work of three nineteenth century writers of fiction with special attention to their themes and artistic forms.

G462—American Authors (3).

An appreciation of leading American poets and essayists, with emphasis upon their place in the development of ideas and art forms.

G470—The South in Literature (3).

A study of the culture and traditions of the South as reflected in its literature. Considerable independent reading will be required.

531—Studies in Drama—Ancient (3).

A course in Greek and Roman Drama. It is expected to treat Aeschylus, Sophocles, and Euripides; Aristophanes; Plautus, Terence, and Seneca.

532—Studies in Drama—Medieval and Modern (3).

A course in certain great periods of drama. It is expected to treat Spanish Renaissance, French Classical, and German Romantic Drama; and Contemporary Drama in Europe and America.

542—Studies in the Eighteenth Century Novel (3).

Intensive analysis of the literary skill and significance of two major novelists, such as Fielding and Sterne, or Richardson and Smollett.

543—Restoration and Eighteenth Century Poetry (3).

551—Milton and His Age (3).

Course includes a survey of the historical background of Milton, including the political, social, and intellectual aspects of Seventeenth Century England. The major poems are studied intensively. Investigative problems are assigned, culminating in oral and written reports.

552—Milton and His Age (3).

A continuation of 551.

561—American Literature before 1860 (3).

A study of representative authors important to the development of literary culture in America before 1860.

562—American Literature Since 1860 (3).

A study of the major developments in American thought as revealed in selected authors since 1860.

571—Studies in the Literature of the Romantic Period (3).

An intensive study of major writers of the Romantic movement in England (1798-1832) and their relationship to the political, intellectual, and aesthetic currents of the era.

572—Studies in Victorian Literature (3).

An intensive study of major writers of the Victorian period, designed to examine closely the form and content of representative literary works and to relate them to the intellectual currents of their era.

593-6—Thesis (3-6).

This course is designed for students writing theses in the department of English.

Geography

MR. JOHNSON, *Chairman*, MR. MATTHEWS, MR. SISCO, MR. WEBB

G411—Earth Science I, The Earth (3).

An analytical study of soils and land forms, their changes and relations to man. Assignments include field trips in addition to textbook and laboratory work.

G412—Earth Science II, The Atmosphere (3).

An analytical study of climatic factors, climatic regions, and climatic effects on man.

G425—Political Geography (3).

A course dealing with the major powers of the world and strategic areas and problems of international concern.

G431—Western Europe (3).

A geographic analysis of the major regions of Western Europe. Study is limited in the main to those countries inhabited by people speaking the Romance and Germanic languages.

G432—The Soviet Realm (3).

A regional analysis of the Soviet Union and the Slavic speaking countries of Eastern Europe.

G433—Asia South of the Soviet Realm (3).

A consideration of the significance of regional differences in Japan, China, and India, and a brief survey of the remaining areas.

G436—The South (3).

A specialized study of selected regions in the South with emphasis on changes and trends in the cultural-physical complex.

G437—Tennessee (3 or 4).

A comparison of the political, physical, economic, and human-use regions of the state. A survey of land utilization in the state is made by human-use regions. A minimum of six days of field work is required for 4 hours credit.

G441 (—) Field Courses in Geography.**(A) Local Field Study (3).**

This course includes (1) a brief study of field planning and techniques, and (2) an application of these phenomena in reconnaissance field work and in the detailed mapping of physical and cultural features. Three half-day trips are required.

Prerequisite: consent of instructor.

(B) Regional Field Study (6).

A comparative study of at least four selected regions in the United States requiring the minimum of half a semester's work. The course is divided into three parts. The first is devoted to a library study of the regions to be traversed; the second requires a minimum of 16 days of study in the regions; and the third includes oral and written reports on parts one and two.

Prerequisite: consent of instructor.

Geog. G451—Urban Land Planning and Management. (3).

A study of the planning and management of residential, commercial, industrial, transportation, public and other urban land uses.

Geog. G452—State, Regional, and National Land Planning and Management. (3).

A study of the planning and management of pastoral, agricultural, forest, mineral, industrial, transportation, recreational, and other land uses.

511—Geography as an Earth Science (3).

A course dealing with the basic elements of the natural environment including climate, land forms, soils, minerals, native plant and animal life, and water bodies.

521—Economic Geography: Agricultural (3).

A survey of agricultural products and agricultural regions of the world, and the role of agriculture in world economy.

522—Economic Geography: Industrial and Commercial (3).

A global survey of the extractive industries, of the manufacturing regions, and of the major trade areas and trade routes.

Geog. 524—Population Geography (3).

A survey of the density, distribution, migrations, trends, and settlement patterns of world population.

531—Seminar in Regional Geography (3).

Geog. 541—Maps, Charts, Graphs (3).

A study of the ways by which data are presented and interpreted through maps, charts, graphs, and tables.

551—Conservation of Natural Resources (3).

A survey of the current problems and responsibilities relating to the conservation of our natural resources on the local, state, and national level.

553—Urban Geography (3).

A study of the allocation of land for urban uses, of the patterns, functions, and forms of urban centers, and of some of the major problems of urban development.

561—Geographic Tools and Techniques (3).

An analytical study of the tools and techniques for effective geographic instruction at different levels.

590—Development of Geographic Thought (3).

A course vital in acquainting the seriously minded geography student with the various types and sources of geographic literature, its nature and content, and the growth and development of geographic thought.

591 (—) Problems in Geography.

(A) Field of Regional Geography (3).

(B) Non-regional Fields of Geography (3).

These courses are designed primarily for students who are able to do independent work, and who are not enrolled in school on the campus.

Prerequisite: Approval of supervising teacher and departmental chairman.

593-6—Thesis (3-6).

A student registering for this course must have demonstrated, to two or more members of the geography staff, superior ability in the field of geographic content and in the organization and presentation of subject matter. The procedure in registering for thesis writing is the same as that prescribed for doing a research project.

Health and Physical Education

MR. HATLEY, *Chairman*, MISS ROANE, MR. SCOTT, MR. VANATTA

G421 (—) Special Problems in Athletic Coaching (3)

Students may register for a special problem in the coaching of athletics. They may work under the supervision of a staff member in carrying out a research project.

This course may also be carried on as organized group study and the discussion of problems in the coaching field. It may be taken only one time for credit. Coaching experience and the approval of the instructor are prerequisite to registration for this course.

G444—Clinical Practice (6).

Supervised clinical practice in the Department of Physical Medicine and Rehabilitation Service at the Kennedy V. A. Hospital. Instruction will be given in the conditioning, ambulation, and self care of paraplegics, quadriplegics, hemaplegics, and other neurological disabilities.

501—Foundations of Physical Education (3).

The interpretation of the objectives of physical education as related to scientific facts contained within the biological, psychological, and sociological fields of study.

526—Organization and Administration of Group Recreation (3).

A study of the development of the recreational movement. Principles and practices in the administration of a wholesome leisure time program and the place of the school and its personnel in community recreational life.

533—Problems in the Administration of Athletics (3).

For athletic directors, supervisors, athletic coaches and principals. A study of representative athletic administrative procedures for colleges, public school systems, and municipal athletic leagues. Fiscal procedures and business management are stressed.

562—Curriculum Construction in Health Education and Physical Education (3).

Consideration is given to the entire program of instruction in health education and physical education in the public schools; methods of instruction, standards of achievement, evaluation of results, and the preparation of courses of study.

571—Development and Supervision of an Elementary School Health and Physical Education Program (3).

Consideration is given to the entire program of instruction in health education and physical education in the elementary schools; methods of instruction, standards of achievement, organization and supervision of the program. (Intended for elementary school teachers as well as principals and supervisors).

History

MR. MITCHELL, *Chairman*, MR. BARTON, MR. BOOM, MR. BURROW, MR. GAISSER, MR. NEWCOMER, MR. SOSSOMON

G402—Russian History (3).

This course offers a survey of Russian history from early times to the present.

G411—The French Revolution (3).

The Enlightenment, the French Revolution, and the Napoleonic era will be studied. Attention will be paid to the effects of those movements on Europe as a whole.

G412—Europe in the Nineteenth Century (3).

This course traces the history of Europe through the periods of reaction, revolution, unification and reform, 1815-1914.

G413—Europe in the Twentieth Century (3).

This course deals with the rapid development leading through World War I, the peace conference, the uneasy inter-war years, World War II, and recent reconstruction and efforts to secure the peace.

G421—Foundations of Twentieth-Century America (3).

A comprehensive study of the United States from the end of the Civil War to the outbreak of World War I.

G422—Recent American History (3).

A comprehensive study of the United States from World War I to the present.

G431—Tennessee (3).

The political, economic, and social development of Tennessee from 1769 to 1861 is emphasized. A study is made of the land question, Indian affairs, internal improvements, early educational developments, the Constitutional Convention of 1834, the slavery controversy, and secession.

G432—The Old South (3).

This course begins with a study of the colonial South and traces its history to secession. It involves a study of the economic and social patterns of the South in their relation to southern ideology. Special attention is devoted to the Southern political leader and the relation of slavery to his thought and political ideas.

G433—Civil War (3).

A study of the causes of the Civil War, the campaigns of the war, and of the internal conditions in the Union and in the Confederacy.

G441—History of the Ancient Near East (3).

A study of the early civilization of Mesopotamia, Egypt, and Palestine. Especial attention will be paid to the interrelation of cultural influences between these areas and the contributions of each to western culture.

G442—History of Greece (3).

The growth and peak of ancient Greek civilization are presented in this course. Emphasis will be placed on the philosophy, literature, art and architecture of the Classic and Hellenistic periods.

G443—The History of Rome (3).

Roman expansion, organization and administration of the Republic and the Empire will be considered in this course. The permanent contributions of Rome to western culture in law, government, and literature will be especially considered.

G451—The Renaissance (3).

A study of the achievements and forces—political and economic, social and cultural, creative and intellectual—which made up this fascinating foundation of modern western and European culture.

511—The Age of Reformation (3).

A study of the period 1500-1648 emphasizing medieval and Renaissance backgrounds and economic and political effects of the great religious movements, both Protestant and Roman Catholic, during this epoch in the history of Europe.

512—The Age of Absolutism (3).

A study of European History from 1648-1789 stressing the great conflict of systems (feudalism, absolutism, and constitutionalism) and resultant generation of some principal forces in modern western civilization.

G471—Latin America in World Affairs (3).

A study of the role of Latin American nations in international affairs in the nineteenth and twentieth centuries, with special attention devoted to the Inter-American system and the United Nations.

G472—Brazil (3).

A survey of the history of Brazil including the pre-Columbian period, the colonial period, independence, and recent developments, with special attention devoted to cultural and social development.

G475—Mexico (3).

A survey of the history of Mexico from pre-Columbian civilizations through

the conquest, colonization, colonial period, independence, Revolution of 1910, and modern developments.

History G481—Problems on Western Civilization (3).

Course Description: Designed to appeal to most senior students as well as to History Majors, this course interrelates the academic disciplines by analyzing selectively the translation of political, religious, and economic ideas into institutions in the History of Western Civilization from the days of Ancient Greece to 1789.

History Q482—Problems on Western Civilization (3).

Course Description: A continuation of History 481, from 1789 to 1950.

500—Historical Method (3).

A study of the mechanical techniques of historical composition, the nature and use of various kinds of historical source materials, bibliographical aids, and methods of historical synthesis.

History 513—Tudor and Stuart England.

This study analyzes the waning of medieval culture and the processes eventuating in the emergence of modern England. These processes involve the intricately interconnected and casually related changes in State, Church, economic life, social structure, and intellectual developments.

516—European Diplomacy, 1870-1918 (3).

This course covers the era of Bismarckian diplomacy, the Triple Alliance and Triple Entente, the new imperialism, and World War I.

517—European Diplomacy since 1918 (3).

This course presents the history of the League of Nations, the United Nations, and the East-West conflict in addition to the purely European diplomatic history of the period.

521—The American Revolutionary Era, 1763-1789 (3).

A study of the period, placing special emphasis on social, economic, and political changes.

522—Jeffersonian and Jacksonian Democracy (3).

A course designed to give an understanding of American political and social idealism from 1800 to the Civil War.

527—The New South (3).

A study of the South from the Civil War to the present.

528—The Progressive Movement in American History (3).

A study of reform movements in the United States since the Civil War.

539—Seminar in History (3).

Intensive group study of a research problem under guidance of instructor.

593—Thesis Writing (3).

The student must write and defend satisfactorily a thesis on a subject approved by his major professor.

Journalism

MR. WILLIAMS, Chairman

G421—Journalism in the Secondary Schools (3).

Intended primarily for those who expect to teach journalism in high school or to supervise high school publications. Financial problems, manner of directing high school courses and publications, and their relation to educational objectives will be discussed

G450—Public Relations (3).

A survey course presenting the field of public relations to the layman so he may best deal with newspapers, radio and television stations, and other media. A course designed to aid all individuals to better their contacts with these media so that all may gain through better handling of news.

Management and Finance

MR. MARKLE, *Chairman*, MR. TAYLOR

G413—Advanced Economic Theory (3).

An introduction to the following concepts of price level, output, and employment: national income, neo-classical, quantity of money theory, and neo-Keynesian. Prerequisite: Basic Economics.

G414—Business Forecasting (3).

Study of the factors involved in the movements of business activity, irregular, seasonal, regular, and trend; and the application of the same for forecasting purposes in business.

Prerequisite: Management 371 and 413 or 461.

G421—Personnel Administration (3).

Employer-employee relationships; job analysis; recruitment, selection, training, transfer, promotion, and dismissal of employees; industrial unrest; wage plans and policies; employee health, interest, and morale; dealing with unions.

Prerequisite: Management 321 or permission of instructor.

G422—Collective Bargaining (3).

Labor-management relations from the standpoint of collective bargaining contracts. Emphasis is given to the process of negotiating agreements, including procedures, tactics and subject matter.

Prerequisite: Management 321.

G441—Corporation Finance (3).

Advanced treatment of financial management with emphasis on small and medium-sized enterprise and the forces underlying determination of policy. Financial problems are considered in connection with refunding, reorganization, mergers, and consolidations.

Prerequisite: Management 341.

G442—Management of Business Enterprise (3).

Consideration is given to over-all policy formation and practice in the operation of new and going business concerns. Emphasis is placed on problems of nonfinancial management in the small firm.

Prerequisite: Management 341.

G443—Business Contacts (3).

A study of the contacts of business with its owners, creditors, employees, customers, community, and the various governments.

Prerequisite: Management 321 and 441 or 442.

G451—Public Finance (3).

Theory and practice of government expenditure and revenue; theory, practice, shifting, and incidence of the various forms of taxation; elementary consideration of the integration of revenue and expenditure into fiscal policy.

Prerequisite: Basic Economics.

G452—State and Local Finance (3).

Specialized treatment of state and local financial administration of revenue and

expenditure, with emphasis on Tennessee. Consideration is given to trends in policy formation and integration with Federal fiscal policy.

Prerequisite: Basic Economics.

G461—Money and Banking II (3).

A more detailed consideration of banking and its problems since 1930. Emphasis is given to monetary and banking policy and its relationship to business and fiscal policy.

Prerequisite: Management 361.

G462—Investments (3).

The principles of investment in stocks and bonds and their application to specific classes of investments.

Prerequisite: Management 341.

G471—Business Statistics II. (3).

Extension of the range of topics covered in Business Statistics I to include methods of correlation, analysis of variance, forecasting, and general business research.

Prerequisite: Management 371.

G491—Government Regulation and Business Policy (3).

A critical study of the impact of legislation and commission regulation on business policies. The effect of tax laws, Securities and Exchange Commission regulation and anti-monopoly legislation on organizational, financial, and operational aspects of non-utility business enterprises.

Prerequisite: Management 341.

G492—Government Fiscal Policy (3).

A critical examination of the most desirable goals for fiscal policy and the programs that may be followed to attain the various goals. Emphasis on tools available and techniques involved.

Prerequisite: Management 413 and 461.

G493—International Trade (3).

Historical approach to the theory of international trade. Consideration is given to the techniques of control over investment and trade, foreign exchange, balance of payments, and world interdependence.

Prerequisite: Management 361.

G494—Current Economic Problems (3).

A study of current domestic and international economic problems with special emphasis on international trade, foreign investments, economic reconstruction, and world economic organization and cooperation.

Prerequisite: Management 361.

G495—Management and Financial Problems. (1-3).

Student will carry on approved research projects in his major area under supervision of staff member. Prerequisite: Permission of head of the department. Both semesters.

503—Law of Taxation of Estates, Inheritances, and Gifts (3).

A survey course of the law of taxation as applied to the transmission of property by gift or death and its impact upon accumulations of wealth. The constitutional basis, statutory implementation, administrative regulation, and court interpretation of the laws of the United States and the various states. Prerequisite: Mgmt. 302.

505—Estate Planning (3).

Estate planning from an individual viewpoint designed to create, maintain, and distribute the maximum estate possible. Consideration is given to the aspects of law, insurance, real estate, investments, and taxes as they relate to the creation of estates by individuals and those who will be engaged in assisting others. Prerequisite: Mgmt. 503.

561—Monetary and Fiscal Policy (3).

The planning and implementation of various monetary and fiscal measures. Emphasis is placed on the probable impact on important segments of the economy, the changes most likely to result, and the significance of those changes to business. Included is a survey of the tools, techniques, and changes in economic thinking as to their use. Prerequisites: Mgmt. 461 or 492.

591—Problems in Management, Finance and Economics.

Directed independent research projects in an area selected by the student with the approval of the staff member supervising. Prerequisite: 6 hrs. of Upper Division (undergraduate) course work in the area selected.

A. Management (1-6)

B. Finance (1-6)

C. Economics (1-6)

Marketing

MR. SPINDLER, *Chairman*, MR. TONNING

G421—Industrial Marketing (3).

A study of problems and policies of industrial purchasing, programs and policies in marketing with emphasis on channels of distribution.

Prerequisite: Marketing 401.

G425—Product Planning (3).

Study of a product from the idea stage to placement of the product satisfactorily in the market place.

Prerequisite: Marketing 401.

G461—Sales Management (3).

Organization and operation of the sales department from the administrative standpoint, including procedures in training salesmen.

Prerequisite: Marketing 361.

G462—Sales Control (3).

A study of distribution costs; analysis of methods of control by territories, products, salesmen, channels of distribution, and size of orders.

Prerequisite: Marketing 461.

G481—Contemporary Policies and Problems in Retailing (3).

A study of the problems which retailers are currently facing and an analysis of the policy decisions they must make to effectively meet these problems.

Prerequisites: Marketing 381 and Marketing 382.

G485—Retail Credit and Collections (3).

System of retail credit and collections employed today, significance of retail credit information, charge account management, and collection correspondence.

G491—Market Research Analysis (3).

Research methods and procedures used in the field of marketing to help solve marketing problems.

Prerequisites: Management 371 and Marketing 401.

Mathematics

MR. KALTENBORN, *Chairman*

G421—History of Mathematics (3).**G441—Algebraic Theory (3).****G422—Theory of Numbers (3).****G461—College Geometry (3).****G431—Probability (3).****G471—Advanced Calculus (3).**

Psychology

MR. McCANN, *Chairman*, MR. ANDERSEN, MR. PORTER

G411—History of Psychology. (3).

A general orientation course covering the historical antecedents and systems of psychology. Prerequisite: 9 semester hours in psychology.

G412—Physiological Psychology. (3).

A study of the physiological functions involved in behavior and experience. Surveys the physiology of the sense organs, nervous system and response mechanisms. Prerequisite: 9 semester hours in psychology.

G413—Quantitative Methods. (3).

Statistical techniques applicable to research, survey, and correlational methods including introduction to scaling techniques and experimental design.

G414—Psychology of Exceptional Children. (3).

Home and school problems of handicapped, retarded, emotionally unstable, precocious, or gifted children.

G415—Experimental Psychology. (4).

Methods and techniques of controlled experimentation in the areas of motivation, learning, and perception. Emphasis on and experience with theoretically oriented research. Three hours lecture; two hours lab. Prerequisite: 12 semester hours in psychology including Psychology 413.

G416—Introduction to Clinical Psychology. (3).

Survey of the field of clinical psychology and its relationship to other disciplines. Prerequisite: 12 semester hours in psychology including Psychology 311 or 312.

G417—Psychological Appraisal I. (3).

Introduction to the development and application of psychological tests. Survey of instruments and techniques currently used in the psychological appraisal of the individual. Prerequisite: 12 semester hours in psychology.

Secretarial Science and Office Management

MR. JENNINGS, *Chairman*

591—Improvement of Instruction in High School Business Subjects (3).

A critical evaluation of content, visual aids, and methods in high school business subjects.

596—Seminar in Business Education (3).

The purpose in this course is twofold: (a) to learn the methods and techniques of evaluating significant research studies and other current business education and related literature, and (b) to evaluate the progress that has been achieved in the conclusions of such literature to guide practical school use.

Sociology

MR. JOHNSON, *Chairman*, MR. GORDON, MR. KENNEDY

G411—Criminology. (3)

Backgrounds of criminal behavior, explanations of crime, treatment of criminals, crime prevention.

G412—Collective Behavior. (3).

Nature of collective behavior, the crowd, the diffuse collectivity, social change through social movements.

G421—Contemporary Social Problems (3).

Meaning and scope of social disorganization, personal crises, family discord, group tensions, theories and practices in public policy.

Speech

MR. WHITE, *Acting Chairman*, MR. BENCE

G431—History of British and American Oratory (3).

A history of the life, times, and speeches of outstanding orators of England and America.

G466—Speech and Hearing Disorders (3).

A general introduction to the causes, symptoms, and effects of speech and hearing disorders.

G492—Play Production for Secondary Schools (3).

Considers the problems of the play director in high schools.

G493—Forensics in the High School. (Offered in Summer Session only.) (3).

Considers the problems of the director of high school speech activities.

GRADUATES—JANUARY, 1958**MASTER OF ARTS**

Gerald Edwin Adair
Richard Eugene Anderson
James Everett Arnold
Helen Vivian Ball
Harvey E. Barton
Nannie Jean Bell
Mary Evelyn Farrar Bond
Ora Gray Belk Brinkman
Juanita Louise Brownless
Mary Walls Campbell
Betty Bowen Cannon
Jerry Wayne Christopher
LaNelle B. Cook
James H. Crutcher
Joanne Louise Danielson
Jane Ann Johnson Dennis
Jack Dieken
James Edward Doyle
Villard A. East
John H. Ellis
Sara R. Emerson
Iris A. Evans
Roland R. Eveland
Eleanor Gay Jones Forsythe
Mildred L. Gates
Christine Glover
Margaret Evelyn Gragg
Allie Jewell Boatwright Greene
Virginia Kate Handley
Morrel L. Hatcher
Charles Brandon Harrington
Edward L. Hearington
Anna Marie Henderson

Bobby Royce Henderson
Shirley L. Herrick
Mattie Rose Hess
Mary Ball Holmes
Eldrege S. Howard
Lois Jester Howlett
Mattie Mott Barnes Hudson
Mabel Winningham Hughes
Austin Brooks Jackson
John H. Johnson
Hubert Leon Jones
Dee Killingsworth, Jr.
Bryan J. Koonce
Robert Louis Lance
Minnie L. Lee
Gerlene Stubbs Lifer
James E. Luna
Thomas Daniel Mahoney
William A. McTighe
Bennie W. Morrison
Harry O. Olree
James Glenn Olree
Texie I. Prather
Martha Jane Pullen
Helen Ross Rhodes
Allan Edgar Rohrer
Maurie Ferguson Simmons
Carolyn Williams Strode
Paul J. Vanderwood
Lloyd Caselton Wilson
Albert Van Wimberly
Wayne H. Zaricor

